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| **Course synopsis** | This English course is designed to reinforce and enhance students’ existing English Language skills to enable them to communicate better in their current surrounding (higher education setting). Through guided and independent learning activities, students will develop their skills in reading, listening, writing as well as speaking. At the end of the course, students should be able to recognise relevant information in texts on topics of interest. Students should also be able to write on familiar topics. Additionally, this course will provide students with opportunities to enhance their listening and speaking skills. | | | |
| Course Coordinator (if applicable) | LOKMAN HAFIZ BIN ASARY | | | |
| Course  Lecturer(s) | Name | Office | Contact no | Email |
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| Prepared by:   |  |  | | --- | --- | | Name: | LOKMAN HAFIZ ASARY | | Signature: |  | | Date: | 13 MARCH 2022 | | Certified by:   |  |  | | --- | --- | | Name: | LINDA A/P V.PRAPAGARA | | Signature: |  | | Date: | 13 MARCH 2022 | |

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| |  |  | | --- | --- | |  |  |   **Mapping of the Course Learning Outcomes (CLO) to the Programme Learning Outcomes (PLO), Teaching & Learning (T&L) methods and Assessment methods:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **No.** | **CLO** | **PLO (Code)** | **\*Taxonomies**  **and**  **\*\*generic skills** | **T&L methods** | **\*\*\*Assessment methods** | | 1 | read texts on subjects of interest with comprehension and identify relevant information, main points and line of argument. | PLO5 | CS1 | Active Learning | Two Online Reading Quizzes (40%) | | 2 | write straightforward connected texts on familiar subjects. | PLO5 | CS1 | Project- based learning | Reflective Writing (20%) | | 3 | produce sustained monologues, giving descriptions and expressing opinions on familiar subjects and engage in interaction, exchanging information and following and maintaining a conversation or discussion. | PLO5 | CS2 | Active learning | Video (YouTube) project  (20%) | | 4 | Listen to clear speech on familiar subjects with comprehension, and identify information, and main points and specific details. | PLO5 | CS3 | Blended learning | Online Listening Quizzes (20%) | | Refer \*Taxonomies of Learning and \*\*UTM’s Graduate Attributes, where applicable for measurement of outcomes achievement  \*\*\*T – Test; Q – Quiz; HW – Homework; Asg – Assignment; PR – Project; Pr – Presentation; F – Final Exam etc. | | | | | |   **Details on Innovative T&L practices:**   |  |  |  | | --- | --- | --- | | **No.** | **Type** | **Implementation** | | 1. | Active learning | Conducted through in-class activities | | 2. | Project-based learning | Web-based Project | | 3. | Blended learning | Online instructional videos on in-text citation and referencing skills as well as  writing mechanics and language skills practices are available for students to access at <https://myline.utm.my/moodle282/>, <https://elearning.utm.my> and other links stated in the textbook as well as the textbook companion website at <https://headway5e.oxfordonlinepractice.com/app> |   **Weekly Schedule:**   |  |  | | --- | --- | | **Week 1-2** | **Introduction**  Course Briefing  Talk about self and interests | | **Week 3** | **Reading Input and Practice (refer to Reading Components in Unit 1 to 12):**   * Skim and pick out main information in short texts dealing with everyday topic  Scan for specific information in short texts dealing with everyday topic  * Evaluate relevance of information from reading texts * Learn about tenses (simple, present and past)   **Listening Input and Practice (refer to Listening Components in Unit 1 to 12):**   * Listen and understand instruction on familiar activities * Listen and extract for information from recorded or broadcast audio/video material   **Briefing and Input:**   * Video (YouTube ) Project (20%) * Reflective Writing (20%) | | **Week 4** | **Reading Input and Practice (refer to Reading Components in Unit 1 to 12):**   * Skim and pick out main information in short texts dealing with everyday topic  Scan for specific information in short texts dealing with everyday topic  * Evaluate relevance of information from reading texts * Learn about tenses (simple, present and past)   **Speaking Input and Practice (refer to Speaking Components in Unit 1 to 12):**   * Give or seek personal views and opinions in discussing topics of interest * Express belief, opinion, agreement and disagreement politely * Make and respond to suggestions * Use appropriate language expressions in a group discussion | | **Week 5** | **Reading Input and Practice (refer to Reading Components in Unit 1 to 12):**   * Skim and pick out main information in short texts dealing with everyday topic  Scan for specific information in short texts dealing with everyday topic  * Evaluate relevance of information from reading texts * Learn about tenses (simple, present and past)   **Assessment:**   * **Online Reading Quiz 1 (20%) – Week 5**   **(In class assessment- 1 hour 30 minutes)** | | **Week 6** | **Writing Input and Practice (refer to Writing Components in Unit 1 to 12):**   * Form simple, compound and complex sentences using a number of   + cohesive devices * Write simple and logical paragraph * Link a series of short paragraphs into a connected cohesive short text * Practice on reflective writing   **Listening Input and Practice (refer to Listening Components in Unit 1 to 12):**   * Listen and understand instruction on familiar activities * Listen and extract for information from recorded or broadcast audio/video material   **Assessment:**   * **Start of Online Listening Quizzes (20%)** | | **Week 7** | **Speaking Input and Practice (refer to Speaking Components in Unit 1 to 12):**   * Give or seek personal views and opinions in discussing topics of interest * Express belief, opinion, agreement and disagreement politely * Make and respond to suggestions * Use appropriate language expressions in a group discussion   **Writing Input and Practice (refer to Writing Components in Unit 1 to 12):**   * Form simple, compound and complex sentences using a number of cohesive devices * Write simple and logical paragraph * Link a series of short paragraphs into a connected cohesive short text * Practice on reflective writing   **Assessment:**   * **Online Reading Quiz 2 (20%) – Week 7**   **(In class assessment- 1 hour 30 minutes)** | | **Week 8** | **Speaking Input and Practice (refer to Speaking Components in Unit 1 to 12):**   * Give or seek personal views and opinions in discussing topics of interest * Express belief, opinion, agreement and disagreement politely * Make and respond to suggestions * Use appropriate language expressions in a group discussion   **Writing Input and Practice (refer to Writing Components in Unit 1 to 12):**   * Form simple, compound and complex sentences using a number of cohesive devices * Write simple and logical paragraph * Link a series of short paragraphs into a connected cohesive short text   **Sharing session of progress of Video (YouTube) project** | | **Week 9** | **Mid-Semester Break** | | **Week 10-11** | **Listening Input and Practice (refer to Listening Components in Unit 1 to 12):**   * Listen and understand instruction on familiar activities * Listen and extract for information from recorded or broadcast audio/video material   **Reading Input and Practice (refer to Reading Components in Unit 1 to 12):**   * Skim and pick out main information in short texts dealing with everyday topic  Scan for specific information in short texts dealing with everyday topic  * Evaluate relevance of information from reading texts * Learn about tenses (simple, present and past)   **Sharing session of progress of Video (YouTube) project (Week 11)** | | **Week 12-13** | **Reading Input and Practice (refer to Reading Components in Unit 1 to 12):**   * Skim and pick out main information in short texts dealing with everyday topic  Scan for specific information in short texts dealing with everyday topic  * Evaluate relevance of information from reading texts * Learn about tenses (simple, present and past)   **Writing Input and Practice (refer to Writing Components in Unit 1 to 12):**   * Form simple, compound and complex sentences using a number of cohesive devices * Write simple and logical paragraph * Link a series of short paragraphs into a connected cohesive short text | | **Week 14 -15** | **Speaking Input and Practice (refer to Speaking Components in Unit 1 to 12):**   * Give or seek personal views and opinions in discussing topics of interest * Express belief, opinion, agreement and disagreement politely * Make and respond to suggestions * Use appropriate language expressions in a group discussion   **Listening Input and Practice (refer to Listening Components in Unit 1 to 12):**   * Listen and understand instruction on familiar activities * Listen and extract for information from recorded or broadcast audio/video material   **Assessment:**   * **Submission of Video (YouTube) Project (20%)- Week 14** * **Due of Online Listening Quizzes (15%)- Week 15** * **Submission of Reflective Writing (20%)- Week 15** |   **Transferable skills (generic skills learned in course of study which can be useful and utilised in other settings):**   |  | | --- | | Team working  Written communication |   **Student learning time (SLT) details:**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Distribution of student Learning  Time (SLT)Course  content outline |  | | | | Teaching and Learning Activities | | TOTAL  SLT | | Guided Learning  (Face to Face) | | | | Guided Learning  Non-Face to Face | Independent Learning  Non-Face to face |  | | **CLO** | **L** | **T** | **P** | **O** |  |  |  | | CLO 1 | 4h |  |  | 6h | 12h | 10h | **32h** | | CLO 2 | 3h |  |  | 5h |  | 8h | **16h** | | CLO 3 | 2h |  |  | 4h | 8h | 2h | **16h** | | CLO 4 | 1h |  |  | 3h | 8h | 4h | **16h** | | **Total SLT** | **10h** |  |  | **18h** | **28h** | **24h** | **80h** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Continuous Assessment | | PLO | Percentage | Total SLT | | 1 | Two Reading Quizzes (Online) | 5 | 40 | **As in CLO1** | | 4 | Video YouTube Project | 5 | 20 | **As in CLO3** | | 5 | Reflective Writing | 5 | 20 | **As in CLO2** | | 6 | Online Listening Quizzes | 5 | 20 | **As in CLO4** | | **Grand Total** | | |  | **80h** |   L: Lecture, T: Tutorial, P: Practical, O: Others Special requirement to deliver the course (e.g: software, nursery, computer lab, simulation room):  |  | | --- | | Instagram, Facebook, YouTube, MyLine, Vital Source |   **Learning resources:**   |  | | --- | | **Text book (if applicable)**  **Life Pre-Intermediate**  Dummett, J.H.H.S. P. (2018). *Life Pre-intermediate, 2/e (British English)* (2nd Edition). Cengage Learning NGL.  **Main references:**  Not applicable  **Online:**  [**http://elearning.utm.my**](http://elearning.utm.my) [**http://myline.utm.my**](http://myline.utm.my) |  |  |  |  |  | | --- | --- | --- | --- | | **Academic honesty and plagiarism:** *(Below is just a sample)*   |  | | --- | | Assignments are individual tasks and NOT group activities (UNLESS EXPLICITLY INDICATED AS GROUP ACTIVITIES)  Copying of work (texts, simulation results etc.) from other students/groups or from other sources is not allowed. Brief quotations are allowed and only if acknowledged as such. Existing texts should be reformulated with students’ own words used to explain what they have read. It is not acceptable to retype existing texts and just acknowledge the source as a reference. Be warned: students who submit plagiarised work will obtain a mark of **zero** for the assignment and disciplinary steps may be taken by the Faculty. It is also not ethical and unacceptable to get your work done by someone or to do someone else’s work, to lend your work to other students or to make your work available for others to copy. |   **Other additional information (Course policy, any specific instruction etc.):**   |  | | --- | | **-** |   **Disclaimer:**   |  | | --- | | All teaching and learning materials associated with this course are for personal use only. The materials are intended for educational purposes only. Reproduction of the materials in any form for any purposes other than what it is intended for is prohibited.  While every effort has been made to ensure the accuracy of the information supplied herein, Universiti Teknologi Malaysia cannot be held responsible for any errors or omissions. | | |